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ABSTRACT

One of the working papers in the final report of the Arizona Board of Regents' (ABOR) Task Force on Excellence, Efficiency and Competitiveness, this document discusses a survey on faculty recruitment and retention in Arizona's public universities. The importance of faculty, the projected nationwide shortage of faculty, and recruitment projections for the Arizona universities are explained. Faculty members at the universities were asked what factors are real advantages to the institution in the recruitment and retention of good faculty and what factors are obstacles in the way of successful recruitment and retention. Survey results are noted in regard to: quality of life; character of the intellectual environment; support for teaching and research; salaries and the rewards system; and academic leadership. Six recommendations include the following: universities and ABOR should seek ways to accelerate the schedule of new building construction; universities should bring more commitment and resources to bear on the recruitment and retention of women and minority faculty; universities and ABOR should seek ways to increase the level of technical staff and capital equipment support; and universities should review classroom/laboratory remodeling procedures and practices. Tables and graphs are included. (SM)

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RECRUITMENT AND RETENTION OF FACULTY, "AN IMPERILED NATIONAL RESOURCE"

GEORGE H. DAVIS

ABSTRACT

The bulk of the faculty in U.S. colleges and universities must be replaced in the next twenty-five years, and there is a shortage of new and emerging capable academicians in the pipeline. 60% of the faculty presently employed at the three Arizona universities will reach age 65 by 2010. An immense challenge presents itself to replace Arizona university faculty at a rate, beginning ten years from now, of at least 100 faculty members per year.

In assessing our competitiveness in recruiting and retaining outstanding faculty, we asked faculty members at the three Arizona universities:

1) what factors prove to be real advantages to your institution in the recruitment and retention of good faculty?, and

2) what factors prove to be obstacles that tend to get in the way of successful recruitment and retention?

Here are the perceptions:

The quality of life in Arizona works to the advantage of faculty recruitment and retention at each of the three universities. The economic forecast for Arizona is strong compared to most other states, and this gives confidence to faculty candidates that resources will be available to accomplish programmatic goals. Recruitment is hampered, however, because of the lack of serious commitment to elementary and secondary education: the state's investment in "K through 12" public education ranks 46th in the nation. Reports of inadequate to uneven quality in the public K-12 sector are a liability in recruitment and retention of faculty candidates with families.

The University of Arizona has a significant core of high quality faculty and department heads with a serious, "can do" attitude, and this enhances recruitment and retention. Excellent interdisciplinary cooperation also benefits UofA in its recruiting efforts. Arizona State University is the only university in a city of two million people, thus enjoying an unchallenged competitive position of a type that exists nowhere else in the nation. At Northern Arizona University the faculty/student interaction is very close and supportive, and this creates an academic environment which is appealing to faculty and which enhances recruitment and retention.

The ability to consistently hire and retain quality faculty in the requisite numbers depends upon availability of space, capital equipment, and technical staff

George H. Davis joined the faculty of the University of Arizona's Department of Geosciences in 1970, following PhD studies at the University of Michigan. His research and teaching have centered on the nature and origin of structures in mountain belts. Davis' undergraduate textbook, Structural Geology of Rocks in Regions, has extended his reach as a teacher to students outside of Arizona, in other parts of the country and the world. He also served as Head of the Department of Geosciences and and serves as Vice Provost for Academic Affairs at UA.

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support. The more these assets are available, the greater the recruitment success attainable. Department heads and faculty worry that new space is not being made available at a pace consistent with mission-driven programmatic plans and goals. Remodeling of old space is slow and overpriced. Capital equipment needs for teaching, performance, and research are simply not being met by the present combination of state-funding, grant support, and foundation/gift support.

Faculty and department heads at all three universities believe that there is just too much paperwork and too many committee assignments. The extra work created makes it more difficult for faculty and department heads to find time for their first-order responsibilities, and this affects retention. Some argue that too much reliance on statistics, forms, and decision-making by committee stands in the way of timely action, and these factors result in programmatic delays and missed opportunities, including missed recruitment opportunities.

1988 salary data reveal that the Arizona universities are about average in national competitiveness: Arizona State University and the University of Arizona are at or slightly above the national average for the category "Doctoral Institutions;" salaries of assistant professors and associate professors at Northern Arizona University are ahead of the national average for the category "Comprehensive Universities," but professor salaries are slightly behind. The salary levels for Northern Arizona University faculty, regardless of rank, are much more competitive with national averages for Comprehensive Universities than are salaries for Arizona State University and University of Arizona faculty with respect to averages for Doctoral Institutions.

When salary data for the past twenty-six years are examined, the trends are not very encouraging. Salaries for Arizona university faculty in the 1980s have not been nearly as competitive, nationally, as they were in the 1970s. We have fallen behind. The radical fluctuations that have distinguished the comparative salary data for the Arizona universities in the 80s account for the low level of confidence currently held by department heads and faculty that we can "remain" competitive, nationally. Budget cuts and the breakdowns of the annual salary adjustment cycles clearly have taken their toll.

Women and minorities are relying on Presidents and Academic Vice Presidents to exert much more influence on affirmative action recruitment and retention. Through the resources they control, the Presidents and Academic Vice Presidents have the power to bring about change.

RECOMMENDATIONS

To maintain our strengths and reduce those factors that interfere with successful recruitment and retention, we recommend that the following be assigned high priority by the Arizona Board of Regents, Board Staff, and University Presidents.

- Seek ways to increase the level of technical staff and capital equipment support.

- Review classroom/laboratory remodeling procedures and practices, and modify the approach in ways that will be faster and cheaper without undercutting quality.

- Seek ways to accelerate the schedule of new building construction.

- Engage in a war on paperwork and committee proliferation, at all levels, through elevated consciousness of the value of people's time.

- Set goals regarding national competitiveness of faculty salaries, and work to bring about the level and consistency of funding required.

- Bring more commitment and resources to bear on the recruitment and retention of women and minority faculty.

FACULTY, THE ESSENTIAL INGREDIENT

The academic well-being of any institution of higher learning resides with the quality and integrity of its faculty. Faculty are the essential, central element in the structure of a university. They determine what is to be taught, whether it be the contents of a single course, or the overall course requirements of a departmental (or college) curriculum. They establish standards for performance. They influence the career choices of students. They are mentors to graduate and professional students. They open up new horizons, new ways of thinking, new technologies, and new modes of artistic expression, through communicating the fruits of their research, scholarship, and creative endeavors. They make hiring decisions. They evaluate faculty performance. They judge promotion and tenure. They are involved in governance at all levels. They represent the university to the community and to the state. They are asked to carry out research and scholarship for the state and nation.

Most of the important measures of university productivity are driven by faculty performance: for example, numbers of graduates, quality and preparedness of graduates, levels of external funding (i.e., grants and contracts), successes in graduate recruitment, discoveries of new knowledge and/or new technologies, impact of books, articles, performances, and exhibits, and quality of public outreach. Universities compete for the finest faculties, knowing full-well the payoffs in the classroom, in the research arena, and in the public sector.

Furthermore, the finest faculties may more consistently make wiser judgments in making decisions that affect the academic life of the institution.

Even under normal circumstances, one of the most important responsibilities of academic leadership lies in hiring good faculty, creating an environment which supports to full measure the professional growth and development of faculty, and in judging who should or should not be promoted and given tenure. Managing these responsibilities becomes even more crucial under abnormal circumstances, of the type that now are already in view on the horizon. "The academic profession is an imperiled national resource" (Schuster, 1986).

PROJECTED NATIONWIDE SHORTAGE OF FACULTY

The bulk of the faculty in U.S. colleges and universities must be replaced in the next twenty five years (Watkins, 1986), but there is a shortage of new and emerging capable academicians in the pipeline. Authorities are concluding that it will be enormously difficult in the period

1995-2005 to attract a sufficient number of outstanding individuals into faculty positions (Schuster, 1986).

Pushed by the baby boom, the number of full time faculty increased from 163,000 in 1960 to 369,000 in 1970 (Schuster, 1986). Presently there are approximately 450,000 full time faculty in the nation. It is estimated that two-thirds of these faculty will retire by the turn of the century. Conservatively, Bowen and Schuster (Schuster, 1986) believe that as many as 130,000 new full time faculty will be needed over the next twenty-five years.

Presently there is a relatively small number of openings for full time faculty, and in most fields the competition for these positions is fierce. This, along with such factors as the low level of graduate stipends, has created disincentives for bright and promising scholars to pursue doctoral or professional studies. Many turn instead to lucrative opportunities in the private sector.

The competition for faculty members in the period 1995 to 2005 has already started. Berkeley is borrowing against future vacancies and hiring now. Dartmouth and Columbia have established attractive start-up and salary packages for Assistant Professors. The University of Pennsylvania is investing heavily in research facilities and research equipment, to attract scholars as faculty members (Schuster, 1986).

RETIREMENT PROJECTIONS FOR THE ARIZONA UNIVERSITIES

Table 1 presents a schedule of the approximate number of presently employed faculty at the three Arizona universities who will reach age 65 between 1989 and 2010. For the University of Arizona, 874 faculty members, representing 59% of those presently employed, will reach age 65 by 2010. For Arizona State University, 809 faculty members, or 58% of the faculty presently employed, will reach age 65 by 2010. For Northern Arizona State University, the percentage is even higher: 72%, or 290 faculty members. Overall, 1973 faculty members, comprising 60% of faculty presently employed at the three Arizona universities, will reach age 65 by 2010.

TABLE I

SCHEDULE DESCRIBING APPROXIMATE NUMBER OF FACULTY THAT WILL REACH AGE 65 DURING PERIOD 1989 TO 2010

YEAR	UNIV. OF ARIZONA	ARIZ. STATE UNIV.	NORTHERN ARIZ. UNIV.	TOTAL
1989	21	12	2	35
1990	23	18	4	45
1991	26	16	6	48
1992	37	27	11	75
1993	35	19	13	67
1994	45	34	14	93
1995	38	29	13	80
1996	33	36	12	81
1997	45	32	11	88
1998	41	39	16	96
1999	45	38	12	95
2000	40	40	16	96
2001	38	38	13	89
2002	39	32	15	86
2003	41	42	26	109
2004	53	41	13	107
2005	38	44	19	101
2006	48	42	15	105
2007	52	55	20	127
2008	47	49	12	108
2009	45	62	14	121
2010	44	64	13	121
TOTAL	874	809	290	1973
	$\frac{874}{1481}$ = 59%	$\frac{809}{1395}$ = 58%	$\frac{290}{401}$ = 72%	$\frac{1973}{3260}$ = 60%

Although these data may appear more favorable than Schuster's national projections that two-thirds of the present faculty will retire by the end of the century, the conclusion remains the same: an immense challenge presents itself to replace Arizona university faculty at a rate, beginning ten year from now, of approximately 100 faculty per year. This does not take into consideration additional recruitment needs that will arise from enrollment increases and a normal attrition due to adverse tenure decisions, program changes, deaths,

early retirements, and non-retention of faculty lured to the private sector or to other colleges and universities.

NATURE OF THIS REPORT

It is timely, we believe, to take stock of the competitiveness of the three Arizona universities in recruiting and retaining outstanding faculty. There is no question that the Arizona universities will be heavily hit by retirements between now and 2005. The Arizona universities run the risk of becoming shopping malls where outstanding established scholars as well as young faculty will be plucked off the shelves by other institutions in search of improving their ranks. Various factors will influence retention:

Is the salary structure of the Arizona universities competitive, and to what degree?

How do faculty feel about their Arizona university?

Do they believe they are supported in their work, and if so (or if not) how might this affect their response to outside offers?

These questions and others will be pursued in this paper, with the ultimate purpose of identifying ways in which the Arizona universities can improve their competitive positions in attracting and retaining outstanding faculty.

THE APPROACH

I interviewed forty-five faculty members at The University of Arizona, Arizona State University, and Northern Arizona University. Each interview lasted approximately one hour. I posed two questions at the start:

1) What factors prove to be real advantages in the recruitment and retention of good faculty?

2) What factors prove to be liabilities or obstacles that tend to get in the way of successful recruitment and retention?

The frame of reference was the home institution, but I also welcomed observations that, in the opinion of the faculty member, might hold for all three of the Arizona universities.

Selection of faculty members to be interviewed was not random. For the University of Arizona I identified individuals representing a broad spectrum of disciplines whose judgement, insight, and academic leadership I have come to value. I asked Professor Kathleen Church (EEC Task Force Staff Member and ASU faculty member) to provide a list of persons at Arizona State University that she felt would provide valuable input. Professor Church, in turn, requested and received from deans a listing of faculty members who the deans would least wish to lose to some other university. I asked Professor John Wood (EEC Task Force Staff Member and NAU faculty member) to suggest names of persons at Northern Arizona University I should interview. Professor Wood provided a listing of highly regarded faculty members, some of whom were newly recruited to Northern Arizona University.

The notes recorded during the interviews were organized into five dominant themes that influence recruitment and retention: quality of life, character of the intellectual environment, support for teaching and research, salaries and the rewards system, and academic leadership. These themes form the basic structure of the outline of this

paper.

I chose not to tape the interviews and thus it was usually impossible to capture, word for word, the language that was used by faculty. Quotations in this paper in some cases are exact, but usually are an approximation to the actual language which was used. However, I have been very careful to preserve as precisely as possible the exact meaning, emphasis, and tone of what was said and how it was said. The use of quotations, even under such circumstances, is desirable, I believe, in order to clearly identify the interview data within the body of this report.

QUALITY OF LIFE

Sunshine, open space, the mountains, clear night skies, desert vegetation, the climate, and the Southwest setting represent striking attractions to those faculty who have chosen to come here or who have decided to remain here. The beauty of campuses of the three Arizona universities creates an environment that immediately seizes the attraction of prospective faculty. But most are quick to point out, "*...it takes more than sunshine to attract and retain good faculty.*"

Our Southwest geographic setting sometimes works to a disadvantage in attracting and retaining faculty. We are removed from the dense cluster of outstanding universities, both public and private, in California and along the East coast. The three Arizona universities are isolated by comparison, and we are removed from the advantages afforded by cooperative cross-town relationships with prestigious institutions.

The steady increase in population and the apparently favorable economic environment instil in prospective faculty a confidence that Arizona's chances for a consistently healthy economy are relatively strong. Most faculty see this as a positive economic forecast for higher education in Arizona. Arizona State University, as described by a recently recruited department head, is uniquely advantaged by its setting. "*It is the only university in a city of two million people, which is an unchallenged academic position that exists nowhere else in the nation. Elsewhere, either the university does not lie in a population center, or if it does, there is incredible competition from other universities and colleges. In addition, economic development in the greater Phoenix metropolitan area is rather sophisticated in relation to population size.*"

The University of Arizona is felt by many to enjoy a tight bond with the Tucson community. The university is unusually prominent in the life of the city, and there appears to be notable community pride in the university. This is felt by faculty members, and is a draw in retention.

The outdoor recreational activities that are presented by the setting of Flagstaff, and the aesthetics of the natural environment of the San Francisco Peaks and the Colorado Plateau country, are especially attractive to many of the faculty at Northern Arizona University.

The quality of 'K through 12' public education in the state is viewed as a drawback, not only in attracting and retaining university personnel, including faculty, but also in attracting industry. Arizona is nearly at the bottom of all states in the dollars per student that are invested in K through 12 public education. Some believe that the universities, motivated by enlightened self-interest, should develop a

partnership with 'K-12.' "What will happen to the pool of quality students if the character and quality of elementary and secondary education continue to decline?" "As proportionately fewer students fail to complete high school, will funds be drained away from universities in order to support increased demands on social services resulting from unemployment?" At a recent sixth grade promotion ceremony at an elementary school in Arizona, the principal said to parents and students that all of this will be considered successful if one of the 60 sixth graders graduates from college. We are expecting too little and getting it!

CHARACTER OF THE INTELLECTUAL ENVIRONMENT

The overall atmosphere of the academic environment of a campus can strikingly influence whether a faculty candidate will choose to accept an offer to come, and whether an established scholar, lured by outside offers, will choose to stay.

Faculty at the University of Arizona consistently cited the presence of an exceptionally strong core faculty as one of the most significant assets that UofA possesses in attracting and retaining good faculty. A "serious, can-do attitude" on campus is a strength reported by faculty at UofA. It is commonly observed by prospective faculty members who visit the campus. A critical mass of fine scholars has been assembled, and this has created significant leverage in ongoing recruitment and retention.

A substantial interdisciplinary thrust is also considered by University of Arizona faculty as a valuable asset. There is excellent cooperation among many departments and colleges. As one person put it, "this is the most collegial place I know for interdisciplinary, interdepartmental activities."

Some faculty at Northern Arizona University do not generally feel that a critical mass of scholars has yet been attracted. On-campus collaboration with other scholars is important to faculty, and prospective NAU faculty members sometimes worry about who they will work with. Intellectual, cooperative linkages with ASU and UofA may be increasingly important to break down some of the isolation that certain NAU faculty presently feel.

Close interaction with students, and the presence of faculty who are really interested in working closely with students, importantly shape the intellectual environment at Northern Arizona University. Although some faculty wish the academic reputation of NAU were better, and that the students were better, the overall sense is that the intellectual environment of faculty/student interaction is very close and very supportive.

Trying to achieve the right balance of teaching and scholarship, for a given faculty member, for a given department, and for the university as a whole, is an issue at Northern Arizona University, and it affects the intellectual environment. Where the teaching load is heavy (4 courses a semester), "there is no time to be scholars, thinkers, or readers, ...to be students yourselves." Where there are few upper division courses to teach, faculty feel that they cannot keep up with their scholarship and they find themselves carrying out a service role at the lower division level. This is not intellectually very satisfying, and it can undercut the market value of faculty and can thus impose, much too early, career limits on these scholars. On the other

hand faculty at NAU who are more consistently given reduced teaching loads and with it the opportunity to publish and carry out a lot of research are sometimes resented. "You seem to be doing your thing...what are you doing for the department?" "Sharp scholars enter a program where everyone does their 12 hours of teaching each semester, and they are dragged down to the level of the 12 hours/semester people who are not publishing."

At Arizona State University and at University of Arizona, the intellectual environment is also affected by the cultural environment in which teaching is carried out and rewarded. One faculty member at ASU believes that the intellectual environment is corroded by the advertizing of courses through newspaper adds or booths on the mall. The large numbers of students, and the emphasis on numbers of students, gets in the way of things. This reduces institutional self confidence in overall academic reputation when comparisons are made, for example, to other PAC-10 schools.

At The University of Arizona, there are stresses that result from teaching not being rewarded sufficiently. "There has not been a history of systematically rewarding teaching. Not everyone has to teach undergraduates, or teach undergraduates well, but someone must and someone must be rewarded. There are no built-in incentives when facilities are lousy, when there are no budgets for Xeroxing or for preparing slides." "We all have areas of comparative advantage. There are some faculty whose contact with students you would want to minimize; others for which you would want to maximize. There should not be uniform rewards criteria from program to program. Everyone is now evaluated rigidly on the basis of a common criterion - research." This, as observed by one, is not just an administrative problem, ...there is a whole culture of values and attitudes shared by most faculty. This frustration held by some with large "service" loads in teaching basic undergraduate courses creates strains that damage the intellectual environment.

The presence of interested, quality students enormously impacts the intellectual environment of any campus. At each of the three universities many faculty emphasized the need to raise standards of admission and to raise performance expectations. In the words of an ASU faculty member, "lax admission standards followed by lax expectations is a bad combination."

SUPPORT FOR TEACHING AND RESEARCH

Having an excellent library is of utmost importance to faculty on each of the three campuses. The libraries at Arizona State University and The University of Arizona are considered by faculty to be excellent, although there are grave concerns that the number of new journals, the rising costs of journals (especially foreign journals), and fragile funding will combine in ways to harm these libraries.

Faculty at Northern Arizona University generally believe that their library is inadequate. Some would argue that the library simply has not received the high priority in funding it deserves.

"The library (at NAU) will, once more, not receive the funding it needs. It is not designed for 13,000 students. At exam time it is impossible."

"It is demoralizing that sports and sports facilities are given preference over academic necessities. A multipurpose facility will be built, but not a library."

Faculty in science and engineering at University of Arizona and Arizona State University emphasize that capital equipment needs for teaching, research, and performance are not being met by the present combination of state funding, grant support, and foundation/gift support. Yet, resources for research equipment are absolutely essential to recruitment. Presently the availability of start-up money for laboratory equipment is a significant limiting factor in recruitment. Bright prospective faculty who are laboratory oriented understand the need for a firm commitment to their equipment needs. Their quest for tenure and promotion depends upon it.

According to faculty at each of the three universities, travel funds appear to be in short supply. Availability of a satisfactory level of travel funds would enhance recruitment and retention of assistant professors, who recognize the need to gain recognition through presenting papers at professional meetings.

Department heads and faculty worry that new space is not being made available at a pace consistent with mission-driven programmatic plans and goals. At the University of Arizona and Arizona State University *"the management of space is marked by too many delays and lags."*

At UofA, there are problems in both quality and amount of space.

"Remodeling of space is very expensive and very slow."

"The classrooms in which the teaching is done should offer spaces and furnishings that invite students. Yet facilities are horrendous -- why is it so hard to bring about change? We really do need chalk!"

"Classrooms aren't clean; some have terrible acoustics. More money is needed to back-up teaching support."

At ASU as well, remodeling is slow and expensive.

"Can't deliver on remodeling. Promises can't be kept."

Some department heads at UofA expressed concerns about the ability of the institution to deliver space according to the calendar promised. If laboratory space is committed as part of the recruitment "package", but remodeling is delayed, then the faculty member's research program gets off to a late start. A late start heaps added pressure on faculty members who already understand that earning promotion and tenure is difficult under the best of circumstances. *"Renovation is a difficult, frustrating problem."*

Faculty at Arizona State University and University of Arizona believe that the availability of more technical staff support would enhance recruitment and retention. Staff support and the quality of staff are very important to faculty, yet the present number of support personnel, especially in the sciences and engineering, is considered to be limiting. Technical staff can create a time savings, and *"time is the most important resource that a faculty member possesses."*

A number of faculty at the University of Arizona believe that administrative support for faculty at the University of Arizona is seriously hampered by the staff system. *"The only way someone*

can get a better job and salary is to successfully compete for another position on campus, ...or to go through the reclassification nightmare."

"Private schools have flexibility -- they have learned that competence and excellence are what is to be evaluated." "There is no place on our staff evaluation form that states that the employee is doing the job he/she was hired to do and is doing it excellently."

Research faculty at The University of Arizona applaud and depend upon the return of overhead back to the departments where the money was generated. Overhead return policy at Arizona State University is viewed by research faculty as a disincentive.

Organizational and bureaucratic factors shape the quality of the support. At the University of Arizona, faculty believe that the paperwork "*is completely out of hand and should be looked at in detail."*

"Someone should look at all the forms, every piece of paper."

"It's the worst of six universities I've been associated with." What affects retention is the general cumbersomeness of the whole administrative system.

"*Faculty who come here are often used to a greater degree of flexibility, and less hassle, when dealing with personnel, purchasing, and planning services. Headaches are legion. Compared with other institutions we are molasses in winter, whether purchase order, affirmative action, reclassification...There is no such thing as priority action. Marking something "urgent" can be counterproductive."*

"The mind set of administrative service support has not changed from the provincial approaches of the 50s. We are not responsive to vigorous, competitive, urgent activities of a front line research university. We need flexibility and prompt, enthusiastic action. In tough budget times, the cutbacks that take place on the physical plant side don't take into account fundamental differences in service needs. Emptying the waste baskets once a week may work ok in history, but not in biology where there is stuff rotting and smelling."

Says another UofA faculty member, *"Responsibility and authority must go together. Decision making on some funding and budgeting items is not being made at the appropriate level. Sometimes 'small change' decisions are being made at terribly high levels."*

At Arizona State University there are similar complaints. "*My renovation related to a big grant bounced around for four years...confusion as to who is responsible for what...eventually much of the money had to go to another university that could respond more effectively, and I go <u>there</u> to do the work." Faculty at ASU believe that there are "pretty heavy"* constraints on purchasing.

"When a principal investigator spends four weeks getting all the information together, including comparative costs, why should purchasing have to come along and re-do it all?"

The hiring and retaining of good staff also is a problem at ASU. "*Forcing job descriptions to follow codified classifications creates re-writing of actual descriptions of what the persons will be doing."*

At all three universities there is a sense that bureaucratic hindrances are born of abdication of administration to make decisions. *"Too much reliance on statistics and forms, in order to cover your ___"* (UofA faculty member). *"More and more committees! Individuals are not prepared to make decisions. The result is ossification"* (ASU faculty member). *"It is the anonymity of the decision making that is so annoying. It is so frustrating when you never hear any feedback after filling out forms."*

"Good faculty are getting eaten up by a plethora of committees."

"Faculty who serve on committees do not know if their recommendations are being taken seriously; there is no feedback." (NAU faculty members).

SALARIES AND THE REWARDS SYSTEM

AAUP data show that for 1988 the three Arizona Universities are at about the average level when compared with institutions across the country in comparable categories (see Figures 1-6). The average salary for Professors at Arizona State University ($51,200) is the same as the average for Professors at all of the nation's Doctoral Institutions ($51,100)(Figure 1).

Key to Figures 1-4

S = Stanford
B = University of California, Berkeley
UCLA = University of California, Los Angeles
USC = University of Southern California
SD = University of California, San Diego
UT = University of Texas at Austin
UH = University of Hawaii
UA = University of Arizona
ASU = Arizona State University
UW = University of Washington
UC = University of Colorado
N = University of Nevada, Las Vegas
U = University of Utah
W = University of Wyoming
OSU = Oregon State University
WSU = Washington State University
O = University of Oregon
CSU = Colorado State University
NM = University of New Mexico
I = University of Idaho
M = University of Montana
AVG = Average Salary, doctoral institutions, nationwide

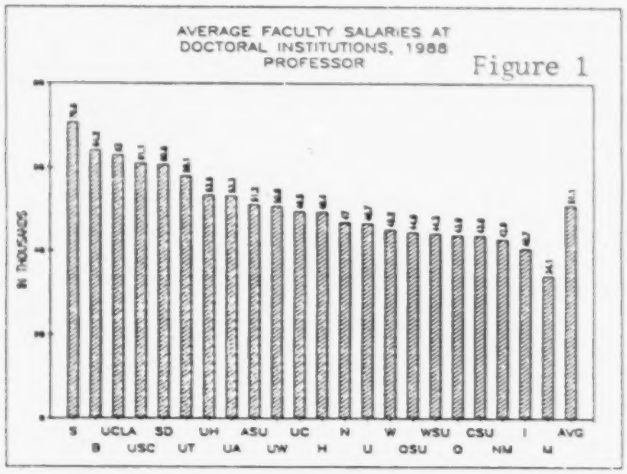
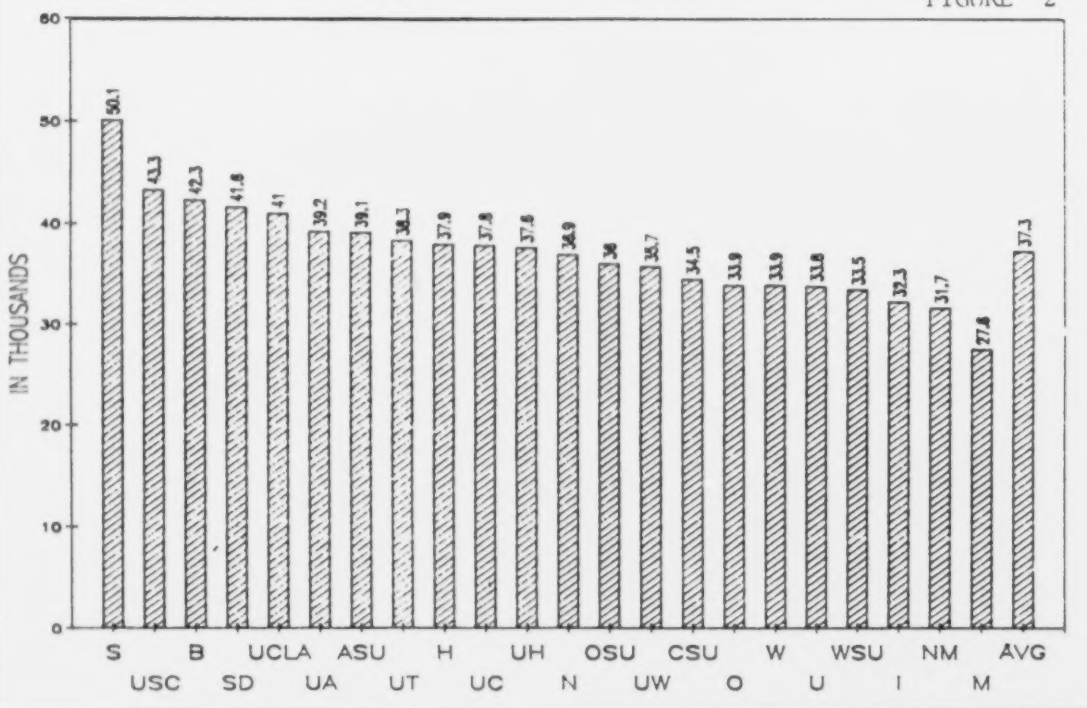


Figure 1

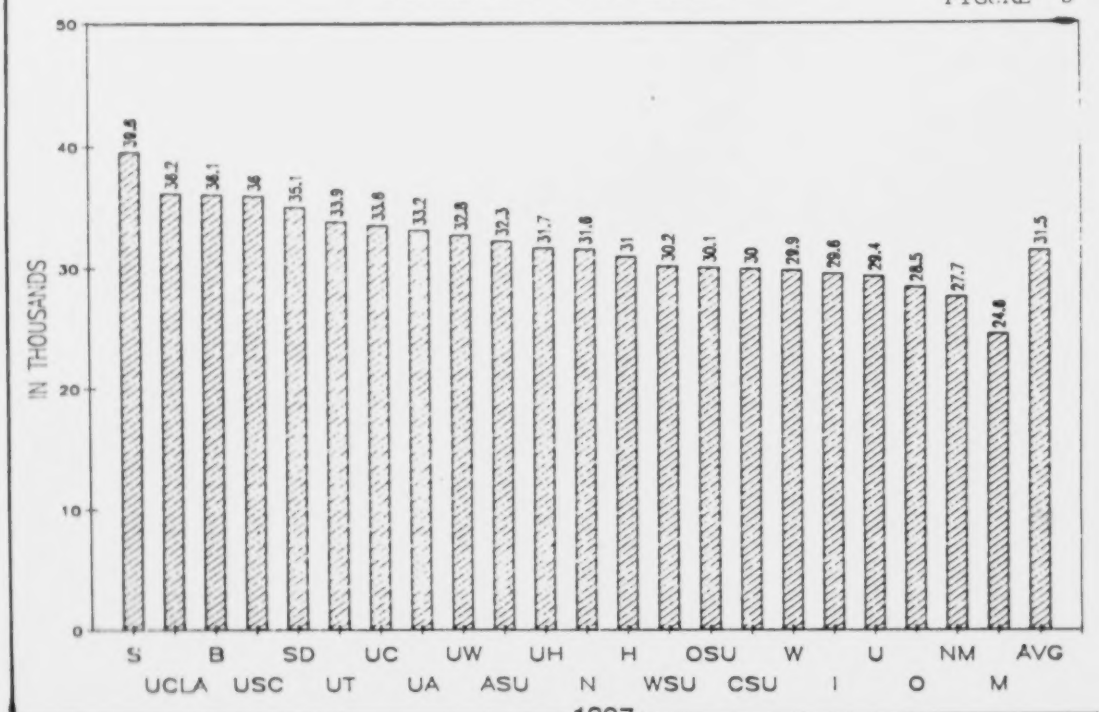
AVERAGE FACULTY SALARIES AT
DOCTORAL INSTITUTIONS, 1988
ASSOCIATE PROFESSOR

FIGURE 2



AVERAGE FACULTY SALARIES AT
DOCTORAL INSTITUTIONS, 1988
ASSISTANT PROFESSOR

FIGURE 3



The average salaries for Associate Professors ($39,100) and Assistant Professors ($32,300) at Arizona State University are slightly above the national averages for Associate Professors ($37,300) and Assistant Professors ($31,500) at Doctoral Institutions across the nation (Figures 2 and 3).

For the University of Arizona, the average salaries for Professor ($53,300), Associate Professors ($39,200), and Assistant Professors ($33,200) are slightly above the national averages for these same categories at Doctoral Institutions across the nation ($51,100, $37,300, and $31,500, respectively (Figures 1,2 and 3).For Northern Arizona University, the average salary for Professors ($46,500) is slightly below the national average ($47,100) for all Comprehensive Universities (Figure 4). Salaries for Associate Professors ($37,200) and Assistant Professors ($30,200) at Northern Arizona University are ahead of the national average for Comprehensive Universities ($34,700 and $28,400, respectively) (Figures 5 and 6).

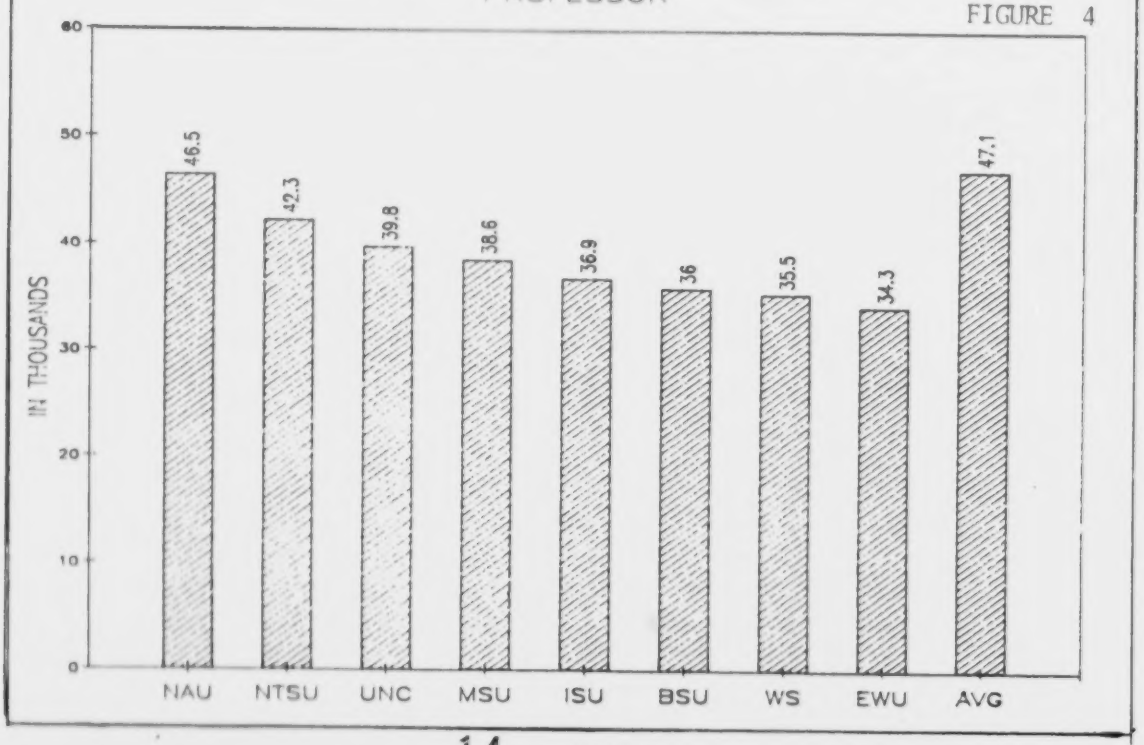
Salary comparisons with schools in the West in the PAC 10, WAC, and Big Sky show that salaries at The University of Arizona and Arizona State University are in the middle range of the universities with which they compare in the West (i.e., Doctoral Institutions) (Figures 1-3).

Key to Fig. 5&6

NAU = Northern Arizona University
NTSU = North Texas State University
UNC = University of Northern Colorado
MSU = Montana State University
ISU = Idaho State University
BSU = Boise State University
WS = Weber State University
EWU = East Washington University

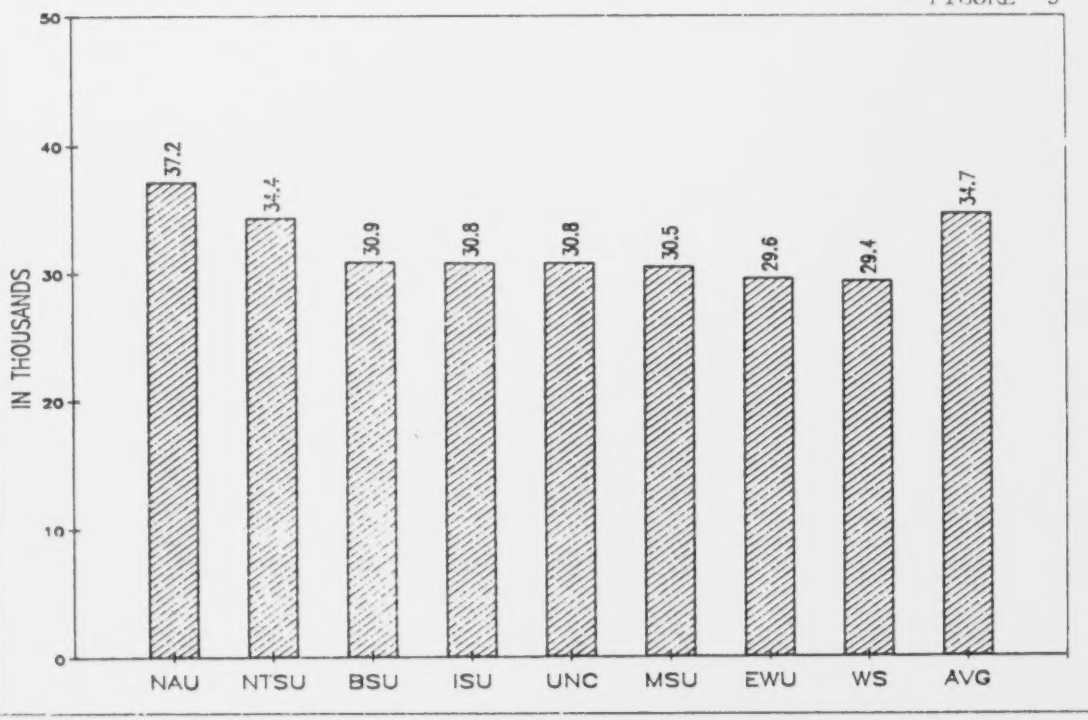
AVERAGE FACULTY SALARIES AT
COMPREHENSIVE INSTITUTIONS, 1988
PROFESSOR

FIGURE 4



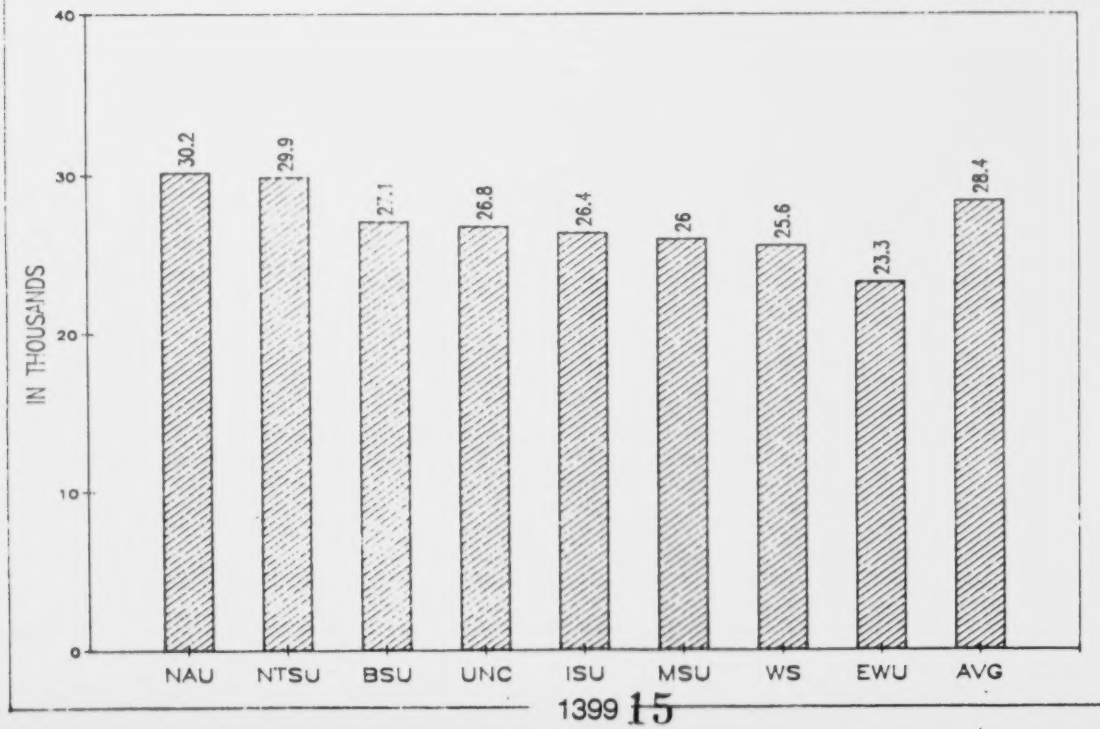
AVERAGE FACULTY SALARIES AT
COMPREHENSIVE INSTITUTIONS, 1988
ASSOCIATE PROFESSOR

FIGURE 5



AVERAGE FACULTY SALARIES AT
COMPREHENSIVE INSTITUTIONS, 1988
ASSISTANT PROFESSOR

FIGURE 6



On the other hand, salaries at Northern Arizona University exceed those of the universities with which they compare in the West (i.e., Comprehensive Universities) (Figures 4-6).

The 1988 salary data give the impression that the Arizona universities are competitive: Arizona State University and the University of Arizona are at or slightly above the national average for the category "Doctoral Institutions;" salaries of assistant professors and associate professors at Northern Arizona University are ahead of the national average for the category "Comprehensive Universities," but professor salaries are slightly behind. However, when salary data for the past eighteen years are examined, the trends are not very encouraging.

Salary data for the three Arizona Universities were compared with national averages for the period 1971 - 1988.

The comparisons take into consideration professorial rank and category of institution. Source of data was the American Association of University Professors.

The data are shown in Figure 7, and they invite a number of observations:

1) During the period 1971 to 1980, average salaries for Arizona university faculty advanced to levels well above the national averages. For example, average faculty salaries in 1980 were 20% to 30% above national averages, taking into consideration professorial rank and category of institution (see Figure 7).

TWENTY-SIX YEAR SCAN OF FACULTY SALARIES
OF THE THREE ARIZONA UNIVERSITIES
IN COMPARISON WITH NATIONAL AVERAGES

YEAR	FULL PROFESSORS			ASSOCIATE PROFESSORS			ASSISTANT PROFESSORS		
	A S U	U A	N A U	A S U	U A	N A U	A S U	U A	N A U
63	D	NR	NR	C	NR	NR	C	NR	NR
64	C	NR	NR	C	NR	NR	B	NR	NR
65	C	NR	NR	C	NR	NR	B	NR	NR
66	C	NR	NR	C	NR	NR	B	NR	NR
67	C	NR	NR	C	NR	NR	B	NR	NR
68	C	C	NR	B	B	NR	B	B	NR
69	C	C	C	B	B	A	A	A	A
70	B	C	NR	B	B	NR	A	A	NR
71	-2	-3	+7	+4	+2	+16	+8	+7	+15
72	+1	0	NR	+9	+5	NR	+12	+12	NR
73	+4	+5	+4	+12	+9	+14	+14	+14	+12
74	+6	+6	+13	+13	+11	+18	+15	+16	+17
75	+9	+11	+11	+15	+15	+23	+17	+18	+23
76	+10	+9	NR	+13	+13	NR	+15	+16	NR
77	+14	+12	+17	+18	+16	+24	+18	+18	+25
78	+11	+16	+16	+17	+19	+23	+17	+21	+24
79	+17	+20	+24	+21	+21	+32	+22	+21	+31
80	+17	+22	+26	+23	+24	+30	+24	+24	+30
81	+4	+7	+11	+8	+7	+15	+7	+7	+12
82	+5	+8	+13	+9	+8	+15	+5	+7	+11
83	+3	+6	+11	+5	+6	+9	+4	+4	+7
84	-20	-17	-11	-11	-11	-8	-12	-11	-9
85	-1	+1	+2	+2	0	+2	0	-1	+2
86	-3	+1	+4	+2	+2	-4	+2	+1	+3
87	NR	NR	NR	NR	NR	NR	NR	NR	NR
88	0	+4	+1	+5	+5	+7	+3	+5	+6

KEY TO LETTERS:

A = WELL ABOVE AVERAGE
B = ABOVE AVERAGE
C = AVERAGE
D = BELOW AVERAGE
NR= NO RECORD

KEY TO NUMBERS:

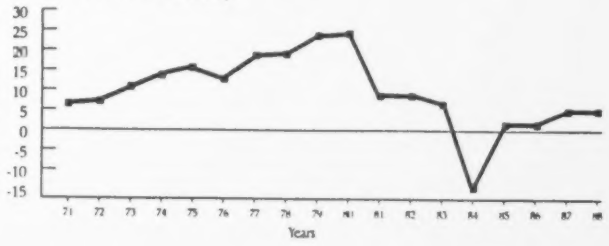
+6 = 6% ABOVE NATIONAL AVERAGE

-8 = 8% BELOW NATIONAL AVERAGE

TABLE 2

AVERAGED ASSOCIATE PROFESSOR SALARIES at the Three Arizona Universities
In Comparison with National Averages 1971–1988
% Above or Below National Average

Figure 7



Average salaries for assistant and associate professors at Arizona universities remained more competitive than average salaries for full professors.

2) During the period 1981 to 1988, average salaries for Arizona university faculty suffered significant decline in comparison to national averages. For example, in 1984 the salaries of Arizona faculty, regardless of school or rank, were 10% to 20% below national average.

   In 1985, average salaries for Arizona faculty were about the same as the national average. The budget cuts and the breakdowns of the annual salary adjustment cycles clearly took their toll on Arizona university salary competitiveness.

3) The average salary levels for Northern Arizona University faculty, regardless of rank, are much more competitive with national averages for Comprehensive Universities than are salaries for Arizona State University and University of Arizona faculty with respect to averages for Doctoral Institutions. For example, in 1980 the average salary for assistant professors at NAU was 30% higher than the national average for Comprehensive Universities, whereas the average salary for assistant professors at ASU and UofA was 24% higher than the national average for Doctoral Institutions. In 1984, the average salary for full professors at NAU was 11% lower than the national average for Comprehensive Institutions, whereas the average salaries for full professors at ASU and UofA were 20% and 17% lower, respectively, than the national average for Doctoral Institutions (see Figure 7).

The eighteen year scan makes it clear that salaries for Arizona university faculty in the 1980s have not been nearly as competitive, nationally, as they were in the 1970s. We have fallen behind. The radical fluctuations that have distinguished the comparative salary data for Arizona universities in the 80s account for the low level of confidence currently held by department heads and faculty that we can "remain" competitive, nationally. *"The stability of funding is critical. If you constantly are evaluating your faculty, and constantly asking departments to state their objectives and goals and mission needs, but there is never a payoff... this becomes discouraging!"*

"Faculty salaries are competitive when we bring them in...but what about the next couple of years?"

"If we have well above average faculty, their salaries should not be at the median."

There appears to be an urgent need to bring about stability: to define how competitive we wish to be, and strive to maintain our position through appropriate allocation of resources. Difficult questions need to be addressed, such as:

Should the competitive salary position for ASU, UA, and NAU be the same?

When they are not the same, what is the expectation?, what is the justification?

Is it acceptable that the competitive salary position for full professors should lag behind the competitive salary positions for assistant professors and

associate professors?

There are other issues that relate not so much to salary, but to the rewards system in general. At Arizona State University there were strongly expressed views among those interviewed that the distribution of awards and rewards is much too egalitarian. "*Resources are taken away from those who are producing. Excellence is not rewarded as much as it could be. This issue could someday cause me to leave ASU.*"

Another ASU faculty member put it this way: "*There is always a trade-off that brings everything down to the lowest common denominator. If you have won a national award or a university award, you are precluded from consideration for departmental awards. If your salary is high, you are denied a summer salary grant.*"

"A crystal clear signal needs to be sent that excellence will be recognized. There should not be a vested interest in mediocrity. The transition from mediocrity to excellence is made more difficult because of a socialistic system of rewards."

At Northern Arizona University, one of the biggest morale problems has to do with release time, course loads, ...who gets what?

"How can flexibility be achieved without a sense of unfairness?"

"What do you have to do to get a reduced load?"

"There is ambiguity regarding what our mission is. We know that our mission is changing, and we know that it is moving toward more research accountability. But we're not exactly sure what the expectations are?"

ACADEMIC LEADERSHIP

Faculty within each of the three Arizona universities have underscored the importance of leadership, at all levels, in recruitment and retention. The leadership of a university may or may not provide a shared vision within which planning, budgets, and rewards are clearly tied. The culture or atmosphere thus created within the campus environment may be positive, negative, or neutral with respect to recruitment and retention. The leadership establishes organization and policy that either exacerbates or reduces the normally expected frustrations of bureaucracy. Finally, in a very practical sense, the leadership has the major influence in making in-roads into the successful recruitment and retention of minority faculty and women. The same issues, concerns, and points of emphasis emerged on each of the three campuses.

Recruitment and retention are being harmed by insufficient planning, and/or inability to implement plans according to reasonable timetable because of chronic budget instability. Planning carried out at the operational levels of Academic Vice President, Deans, and Department Heads is severely restricted by budget instability from year to year.

"We are planning and beginning to steer a course, but we need to know what we can count on and over what time table."

"Instability of funding may lead to filling lines with individuals who are not the top choices."

"At the university level we lack a tight relation between objectives, goals,

budget, and salary adjustments."

"We need a plan for growth. Right now we're experiencing unplanned incremental growth."

"We need a meaningful master plan for higher education."

"Which programs has the leadership targeted? How fast does leadership wish to build? Such planning does not exist here to the extent that it should, and this demeans the organization."
"Success in recruitment requires knowing what it is that you wish to achieve."

"To get good people, we must plan very carefully, we must be willing to pay for it, we need to determine who we want to try to retain, and we must anticipate who may be picked off."

Many department heads are eager to move toward higher goals, and would welcome authority to match responsibility. *"People ought to be given the trust and responsibility to manage, presidents included. Downshift the management responsibility."*

Are the goals set high enough?

"Central administration is not perceived as setting lofty, substantial goals."
"Image and profile of the university should be defined beyond the national scope. International programs should be emphasized, but there must be incentives."

"Too often there is an unimaginative, administrative approach, a business mind-set."

"This college works on one, two, three orders of magnitude too small. The margin is very small, and we can't afford to piddle it away."

"Vision is absolutely critical. Where do we want to be? How do we want to be perceived? Put a future out there that is visible -- people will strive to attain it. Create a reward structure that is consistent with the vision."

Some would argue that the leadership needs to be more vigilant in it hiring decisions, and in its promotion and tenure decisions. *"Standards of hiring must be enforced. Thirty-year [tenure] mistakes are just killing us. How do you get through the wimp factor? What guidelines exist for search requirements? Some structural changes would help, including mechanisms to enforce higher standards."*

Minority and women faculty look to university leadership as fundamental to successful affirmative action recruitment. *"Affirmative Action Office cannot influence which faculty members are hired." " 'Collegial' -- what does it really mean? To what degree does it promote exclusiveness?" "The power rests with Vice Presidents and Deans, through economic signals." "The President sets the tone and establishes the philosophy. The Academic Vice President must make it happen in an operational way." "There is a lack of sense that the institution is seriously, sincerely interested in and committed to recruiting and retaining minority faculty. There is no clear sense that the culture is respected. We say one thing, but there is not enough follow-through." "Big problem in recruiting and retaining Hispanic faculty members. They are leaving because they are not being supported."* Most minority faculty members are spread thin through heavy committee loads.

Women faculty look to leadership for stronger efforts to improve the status of women on the three campuses. *"An active group of university women is absolutely critical to recruitment. Forms a viable support group and community outside the department." "There are too few top level women in administration. The number of full professors that are women can be counted on one hand. Total male establishment sends signals that opportunities are limited."*

Mechanics of recruitment are sometimes disadvantageous to women. For example, there is a perception that the university does more to find jobs for spouses of male faculty, than for spouses of women faculty. Certain ways in which interviews are conducted are disadvantageous to women -- e.g., in hotel rooms at professional meetings. Sexist jokes have by no means been eliminated. Such "jokes" put women on the defensive. *"Consciousness needs to be raised."* Recruitment of women should be more deliberate and aggressive -- find out the names of publications that are widely ready by women faculty; arrange Vice-Presidential level interviews for all women faculty candidates who visit the campus, regardless of proposed professorial rank.

Policies should be developed for the recruitment and employment of couples seeking university positions. Can objective promotion and tenure evaluations be carried out when the assistant professor under review is the spouse of the department head or dean? How is this handled?

Significant advantages in recruitment and retention of faculty women could be derived if child care facilities were conveniently available and affordable.

Developing policies and benefits that serve women faculty who chose to bear children during their probation years are needed.

"The kiss of death is telling your department head, in your 4th or 5th year of probation as assistant professor, that you are pregnant. No longer will you be regarded as a serious scholar."

RECOMMENDATIONS

- To maintain our strengths and reduce those factors that interfere with successful recruitment and retention, we recommend the following:

1) Universities and ABOR should seek ways to increase the level of technical staff and capital equipment support.

2) Universities should review classroom/laboratory remodeling procedures and practices, and modify the approach in ways that will be faster and cheaper without undercutting quality.

3) Universities and ABOR should seek ways to accelerate the schedule of new building construction.

4) Universities, ABOR, and Board Staff should engage in a war on paperwork and committee proliferation, at all levels, through elevated consciousness of the value of people's time.

5) The Board and the leadership of the state government should agree on goals with respect to the competitiveness of faculty salaries and seek to attain them.

6) Universities should bring more commitment and resources to bear on the recruitment and retention of women and minority faculty.

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